

MODULE 1, PLANNING AHEAD

## Beginning the Planning Process

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### Step 1: Thinking about My Unit Plan and Project Design

In Module 2, you will share your Unit Plan ideas with your colleagues. Use the following questions to think through the possibilities for your unit:

1. What is the topic of the unit that you will develop during this course?

Causes of the American Civil War

2. What real-world connections are you considering for your unit?

Conflict Resolution, Cause and Effect, Perspectives, Document Analysis.

3. How might you integrate the use of technology?

Brochures, Blog, Noteshare, DVD player, Keynote

4. What project scenario are you considering? What is the big picture or general idea of your project?

Brochure convincing people that slavery is good or bad. Journal from the point of view as a northerner or southerner.

5. What roles will your students play and what tasks will they complete?

Students will take on the role as a northerner or southerner before the Civil War. They will create brochures and journals about the time period and whether or not slavery is right or wrong.

## Step 2: Targeting Higher-Order and 21st Century Skills

The following 21st century skills are all important for your students to master to achieve success in the future. Review the descriptions of each skill and brainstorm what it could mean in your subject and grade level. How can you incorporate these skills into your Unit Plan? What would these skills look like in your classroom?

### Essential 21st Century Skills<sup>1</sup>

- **Accountability and Adaptability**—Exercising personal responsibility and flexibility in personal, workplace, and community contexts; setting and meeting high standards and goals for one's self and others; tolerating ambiguity

Students will be giving the opportunity to choose the assignments that they will complete to demonstrate their learning in this unit. Students will have to sign a contract which will determine the number of points they want to earn.

Students will also sign contracts to work in groups during this unit. The group will also have to determine the activity that they are going to complete and the number of points they are working towards.

- **Communication Skills**—Understanding, managing, and creating effective oral, written, and multimedia communication in a variety of forms and contexts

For this unit students will have the opportunity to create brochures, journals, noteshare documents, political cartoons, write and respond to primary resources, view documentaries and read biographies of the presidents and the people who impacted the time period.

- **Creativity and Intellectual Curiosity**—Developing, implementing, and communicating new ideas to others; staying open and responsive to new and diverse perspectives

Students will have the opportunity to present their findings in a blog, brochure, journal, noteshare document, classroom presentation, classroom discussions, document analysis, and more. Students will take on the role of a southerner or a northerner and will follow that perspective through the unit.

- **Critical Thinking and Systems Thinking**—Exercising sound reasoning in understanding and making complex choices; understanding the interconnections among systems

Through this unit students will have to draw examine documents and secondary resources and determine if slavery was right or wrong. They will also have to determine if the Civil War could have been avoided and continue with the overarching theme of what is the cost of war. Students will have to

go beyond the textbook and the documents to draw conclusions.

- **Information and Media Literacy Skills**—Analyzing, accessing, managing, integrating, evaluating, and creating information in a variety of forms and media

Students will create journals, blogs, brochures, papers and noteshares to demonstrate their learning in this unit

- **Interpersonal and Collaborative Skills**—Demonstrating teamwork and leadership; adapting to varied roles and responsibilities; working productively with others; exercising empathy; respecting diverse perspectives

Students will have the opportunity in this unit to work as team members and to work collaboratively with different groups in the classroom.

- **Problem Identification, Formulation, and Solution**—Ability to frame, analyze, and solve problems

Students will determine if the Civil War could have been avoided and what is the cost of freedom during this time period.

- **Self-Direction**—Monitoring one's own understanding and learning needs; locating appropriate resources; transferring learning from one domain to another

Students will have the opportunity to examine different perspectives in this unit as well as to share their finding through different forms of media and presentation types. Students will be able to monitor their own learning through their contracts and through teacher checks throughout the unit.

- **Social Responsibility**—Acting responsibly with the interests of the larger community in mind; demonstrating ethical behavior in personal, workplace, and community contexts

As always students will be expected to respect their working environment the tools they are given to use as well as their fellow classmates and teacher.

<sup>1</sup>Source: Partnership for 21st Century Skills ([www.21stcenturyskills.org](http://www.21stcenturyskills.org)). Used with permission.